

**Kharchenko T. G.**

**THE DEVELOPMENT AND SUPERVISION OF THE STUDENT'S  
INDIVIDUAL PROJECT IN THE MODERN PRE-PROFESSIONAL  
TEACHER TRAINING IN FRANCE: PRACTICAL ASPECT**

*The Conceptual Principles of the Development of the Pedagogical Education of Ukraine* state that the development of pedagogical education aims at the creation of such system of teacher training that ensures, on the basis of global scale national achievements and long-standing European traditions, the formation of educators able to work on democratic and humanistic principles, realize educational policy as the priority of the state, which is directed towards the development and self-realization of the personality, satisfaction of his/her educational, spiritual and cultural needs, as well as the need to be competitive on the job market [1].

Humanization and individualization of the modern professional training in the country are studied by G. Ball, I. Bekh, M. Byerulava, N. Bibik, A. Bohush, M. Dobruskin, O. Zabolots'ka, I. Zyazyun, V. Kremen', N. Kuz'mina, O. Romanovs'ky, O. Pyekhota, M. Pentylyuk, O. Savchenko, V. Syerikov, V. Slastyonin, V. Sukhomlins'ky, O. Sukhomlins'ka, E. Shyyanov, V. Yahupov, I. Yakimans'ka, et al. All the scholars are in search for the ways of the comprehensive and consistent humanization and individualization of the educational system. They understand that nowadays the development of the personality is the main resource of Ukraine in general. Therefore, the study of the constructive educational experience of foreign countries is of topical significance.

The purpose of the author of the article is to study the peculiarities of the practical realization of individual approach in the modern pre-professional teacher training in France. Its significance is determined by the fact that modern pedagogical

education in France<sup>1</sup> constantly develops and improves the forms and methods of the adjustment of the process of the professional training of the prospective teachers to the needs of every single individual.

Because University Teacher Training Institutes (IUFE) enroll students only on the basis of the licentiate diploma<sup>2</sup>, i.e., after three years of university-level studies (Bac + 3), the pre-professional training of prospective teachers (*French*: La formation pré-professionnelle) occurs exactly during the time at the university. That is the reason why, since IUFE's establishment in 1989, University training centres for teachers and school guidance counsellors have opened in every French university (*French*: Le Centre Universitaire de Formation des Enseignants et des Formateurs – CUFEF). This is a university-wide service, the function of which is the promotion and coordination of the education-related activities. The center is responsible for the organization at the universities of various events devoted specifically to education; it offers comprehensive specialized training and supports research in the field of education. It is the University training centre for teachers and school guidance counsellors that is responsible for the pre-professional pedagogical training of students and that ensures the succession of classical university studies and the professional education of prospective teachers in IUFE.

The Decree of the Minister of National Education of France, dated April 23, 2002, states that licentiate degree university education is focused on the creation of the educational system that is characterized by three essential elements: availability of multiple academic subjects, which facilitates student's professional orientation or even re-orientation; possibility of student's transition between various concentrations/majors and stages of training; and existence of the mechanisms of

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<sup>1</sup> Modern pedagogical education in France exists at the undergraduate and graduate levels. Full-time undergraduate pedagogical education is offered through University Teacher Training Institutes (IUFE), whereas part-time - through the National Center of Distance Education (CNED).

<sup>2</sup> **Licentiate** (*French*: La licence), a degree awarded after three years of university-level studies (Bac+3).

support and supervision of student's individual project, which allows the student to make conscious and meaningful choices [2, p. 90 – 108]. As there are a lot of prospective teachers among university students, let us define the distinctive features of the practical realization of the third element of this triptych in the contemporary French pre-professional teacher training, namely the peculiarities of the development and supervision of the student's individual project.

Mr. J. Arrous, the Director of the University-wide information and orientation service of the Robert Schuman University in Strasburg, mentions in his work "Development and Supervision of Student's Individual Project: Module 'Professional project'" (2006) that student's individual project is a consolidation, on the one hand, of his/her training project and, on the other hand, his/her professional project. Thus, the professional project determines the training project, but not the other way around, as is often misunderstood [3, p. 2].

The main argument for the development and introduction of such mechanism as the development and supervision of student's project in the system of modern higher education in France is the fact that approximately 80% of young people who are admitted to universities do not have a clear idea about their professional project. And, according to French theorists and experts of the higher education system, it is the university that is responsible for encouraging student to develop an individual professional project at the moment when he/she starts university studies. The extended experience of the students studying at French universities suggests that, in fact, they focus on their classes or, in other words, as J. Arrous mentions, on getting passing grades and absolutely do not pay attention to their further professional integration [Ibid, p. 3].

Statistical data indicate that in each class of those who are going to take their baccalaureate<sup>3</sup> only 10% of young people have chosen their future professional path,

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<sup>3</sup> **Baccalaureate** (*French*: Le baccalauréat) - a diploma awarded by secondary schools in France upon the completion of a 12-year course of studies. It gives the right to enter the university without entrance examination.

10% of students have good grades in Math and see their future in higher schools<sup>4</sup>, and other 80% do not have a clear idea about their professional future [Ibid, p. 5].

The reason for this unfortunate situation lies in the fact that the modern French secondary education system remains focused on obtaining baccalaureate and fails to help students work on their professional project in earnest.

The practice of starting university studies right after obtaining baccalaureate creates the situation when young people in France tend to choose professional concentration in the system of higher education according to their secondary school performance. This choice can become even more ambiguous if the academic area that they want to study was not part of the secondary school curriculum.

Therefore, the purpose of the mechanism of the development and supervision of the student's individual project is to help the young person become an active participant of his/her professional project through introducing him/her to the realities of the future profession, as well as by encouraging him/her to learn about the internship sequence or the features of the organization of the first working place, which are, in fact, methods of scientific research [4].

The module "Student's Professional Project", created in 1984 at the Claude Bernard University in Lyon (*French*: L'Université Claude Bernard Lyon I), was the first step in the practical realization of the mechanism of the development and support of the student's individual project. It was intended for university freshmen, and its purpose was to help students confronted with the realities of the professional life in the chosen field to become an active participant of their professional project. Having received positive feedback from students, this module also fits well into the reforms directed at the search for a model of revamping French higher educational establishments to integrate the main objectives of the Bologna process.

Being a cost-effective project, the module "Professional Project" allowed both the students and the French society in general to decrease the expenditure on the professional re-orientation. Having created the module "Professional Project", Claude

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<sup>4</sup> **Higher schools** – (*In Ukraine*: polytechnic institutes).

Bernard University in Lyon for ten years remained the only university that implemented it into practice. In 1994, the module “Professional Project” was introduced as an experiment in four other universities (Toulouse 3, Toulon, Paris 4, and Strasburg 1).

Before discussing what exactly the module “Student’s Professional Project” is, it should be mentioned that J. Arrous’s letter to Mr. J.-M. Monteilhet, the Director of Higher Education Department of the Ministry of National Education of France, played a very important role in its spread to all French universities. In this document, dated November 15, 2004, the author emphasizes several premises. “Firstly, taking into account the desire to ensure the success of the LMD reform<sup>5</sup>, it seems reasonable for us to introduce module “Professional Project” in all French universities”, states J. Arrous. Secondly, in order to make this process more effective, he invites the Higher Education Department to join this initiative by informing all higher educational establishments about the existence and the content of the module “Professional Project” and by drawing the attention of universities’ senior staff to its consistency with the objectives of LMD reform. Thirdly, while functioning in half of French universities, this module sometimes requires a more effective coordination, which can be provided by a specially trained for this purpose manager [3; 5].

In his work “Development and Supervision of Student’s Individual Project”, J. Arrous presents the model of the module “Professional Project” in the form that was articulated at the moment of its creation in 1984 at the Claude Bernard University in Lyon [3]. The French researcher states that “having been an instructor of the module ‘Professional Project’ for three years, I believe that neither its sequence in general, nor its individual stages require any changes. I am convinced that this innovative pedagogical technique suggested by the Claude Bernard University has successfully passed the test of time” [Ibid, p. 8].

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<sup>5</sup> **LMD** is a reform of introducing three levels into the higher education of France: Licentiate, Master, and Doctorate.

The module “Professional Project” consists of five stages: an introductory class, four classes that are the observation of students’ small group work (class type: work under supervision). The student presents the results of his/her work in two ways: during the fourth class session in a form of oral presentation (using the posters developed by him/her) and by submitting a written dossier during the same class session.

The objective of the first class session is to introduce students to the sequence and the goals of the module “Professional Project”, as well as to have each student choose the topic of the research relevant for him/her: the field of activity, specialty, profession, or the sphere of activity.

It is important that no instructions as for the topic of student’s research be given at this point in order avoid pushing students into certain direction. The topic should not be narrow, but, rather, should correspond to the professional field associated with it (research in biology, but not AIDS...). It is important to draw students’ attention to the fact that their topic does not have to be connected with their educational experience and that their choice will not have any administrative consequences for their further studies.

Students leave the class after they have filled out the card “Choice of Topic”. During the class it may well happen that some students have difficulties in filling out this card because they have no idea about their professional activity, but the majority of them are nevertheless expected to fill out this card. Only a small minority of students can be allowed to leave their decision until the first group class session.

The analysis of students’ “Choice of Topic” cards allows the instructor to group the students according to the field of their professional activity (25 students). All other classes will be group sessions. The students who share the same topic of the same or similar professional area are placed in the same group, which is supplemented with those students who have failed to choose the topic. In general, each class has four to five such groups/teams.

The purpose of such arrangement is to teach students of each team to work in groups, to exchange information, to share their doubts, and to distribute their work

constructively. The experience shows that the choices of the students of the same team are not the same: they benefit from exchanging different types and results of activity in the professional sphere that they have chosen. During the group class sessions, the members of different teams, as well as those students who have not chosen the topic, can listen to other members of the group and learn from their ideas.

The first group session is a favourable opportunity to establish contacts among students of each team. Students of the same team exchange their contact information. Also, during this first session, each student fills out the project card. In this card, he/she gives a general outline of the professional area, sphere that has been chosen for the research. This project card will later become an appendix to the dossier that will be presented by the student after four group sessions. Moreover, the first session is to give students information regarding the search for the documents about the chosen professional sphere. This search will prompt the student to get necessary information from various sources, particularly, on the Internet. There should be no pressure on students from the instructor. Plans and proposals on the sources to be used in the research should be students' initiative only.

The objective of the second group session is twofold. Firstly, students report on the results of their search for documents. Each team appoints a speaker to share the information with the entire group. Secondly, during this session the instructions regarding students' preparation for the interview with the professionals are given. The interviews will be conducted during the next group session.

During the third group session, students report the results of the interview. After that they are given instructions for editing their dossiers, which are submitted at the end of the module. Each dossier is individual. It consists of a five-page report and appendices to it. Recommendations for the preparation of the oral presentation of the results of the individual research, as well as of the poster to accompany it during the next class session, are given to students as well.

The fourth group session consists of two stages, the second one being the most important. During the first stage, each student submits his/her dossier "Professional Project" to the instructor supervising the group. The analysis of students' reports

provides a unique insight into their interests during the whole module. Extracts from their stories prove it.

During the second module, students present the results of their research orally, using a poster, which, in fact, has been prepared by the whole team. The presentation is the entire team's activity, during which individual team members, one after another, report the results obtained by the team.

The third stage is devoted to the evaluation card. The student fills it out and turns it back to the instructor. This evaluation card is a questionnaire, at the end of which students can put their remarks.

These are various stages of conducting the module "Student's Professional Project". According to J. Arrous, this model is universal for all universities [3, p. 9].

As is evident, the module "Professional project" is an academic unit that is very efficient: for students 10 hours of in-class sessions is nothing like 500 hours per year spent learning various disciplines. "It should also be mentioned," J. Arrous emphasizes, "that these 10 academic in-class hours lead to the enormous amount of student's individual work, as well as to the development of his/her individual responsibility." Students' work during the module is graded and not for the correctness of the prepared project, but, rather, for the suggested course of actions.

In his work "Development and Supervision of Student's Individual Project", J. Arrous states that "the role of the instructor in the module 'Professional project' is to supervise students" [Ibid, p. 10]. "The instructor does not have to be a professional in the field chosen by the student", the French researcher adds. "But the instructor should be the one 'who knows' and is ready to offer the student his/her assistance".

The instructor's role is to make sure that the methodology of the module is adhered to. He/she keeps students focused on the objectives, supports the process of document search, stimulates students' interest, encourages their work, mediates and channels students' interactions, specifies the requirements for the process of preparing the oral and written presentations. Instructors' training in the field of methodology and their awareness of the responsibility laid on them for students' research ensures that they are competent enough to participate in this module.



The main results that are expected from this module are the following. In the first place, after completing the coursework of this module, the students are more motivated for their studies. Awareness of their professional projects prompts students to change or correct their project of training.

Secondly, as practice shows, the introduction of this module and the increased motivation to study that it entails have led to a significant decrease in the number of failures, as well as to the reduction of the number of late career changes, which are expensive for both students and the society.

The introduction of this mechanism into other French universities revealed the need for the coordinator who would observe the realization of the module course “Professional project”.

According to French researchers, the coordinator should know the history of professional orientation and its essential concepts, the methodology of the module “Professional project”, and the university, in which the module is to be introduced.

It is obvious that the above-mentioned competencies can be developed. Thus, from January of 1995 to July of 1998, three cohorts of coordinators were trained in the course of seminars at the Claude Bernard University in Lyon. These seminars were planned and realized by the instructors and researchers who in 1984 developed the module “Professional Project” at the same university. Representatives of 23 universities participated in this course (Toulouse 3, Toulon, Paris 4, Sorbonne, Paris Orsay, Montpellier 3, Metz, Paris Creteil, Lille Catholic University, Valenciennes, Amiens, Strasbourg 1, Strasbourg 2, Rouen, Dunkirk, Bordeaux 1, Mulhouse, Paris 6, Rennes 1, Clermont 1, Troyes, Besançon, Brest, La Rochelle). More than 70 individuals underwent this kind of training from 1995 to 2001.

Students’ feedback on the module “Professional Project” is of special interest. Coordinators of the mechanism at the Robert Schuman University in Strasbourg 3 (*French: L’Université Robert Schuman Strasbourg 3*) give as an example the results of a survey conducted among students in AY 2003 – 2004 compared to the results of the previous year (when the module was first introduced in this university). AY 2003 – 2004 students filled out 210 evaluation surveys during their fourth class

session, and AY 2002 – 2003 students submitted 192 surveys. The results are summarized below:

- 79% of students believe that the module is “useful” (as compared to 84% the year before);
- 85% of students (compared to 80,2% the year before) state that the module allowed them to learn the realities of and discover the fundamental issues that underlie the chosen professional environment;
- 70% of students (68,2% the year before) believe that they have been taught to establish contacts with the world around them;
- 63,8% of students (58% the previous year) state that they have been taught to search for information;
- 64,3% of students (64% the previous year) are convinced that the module has taught them to present the results of their work structurally;
- 58,5% of students (49,5% the previous year) consider that it has helped them to establish contacts and exchange information with students who share the same interests; and
- 55,8% of students (52% the previous year) believe that the module is an investment in their future.

These results suggest that the purposes of the module “Professional project” meet the expectations of LMD reform, which is concerned with the development and supervision of the student’s individual project.

One more example of the introduction of the individualized forms and methods into the pre-professional pedagogical training of first-year university students is the course “Supervision of Student’s Individual Project” (*French: Atelier d’Accompagnement du Projet Personnel*). This course was developed by a group of professors of the Paul Sabatier University (*French: L’Université Paul Sabatier Toulouse 3*) as part of the first semester coursework with first-year students studying “Exact Sciences and Technology”. There are many prospective instructors of colleges and comprehensive, technological, and professional lyceums among these students. For this reason, such courses as the “Development of Individual Project” and the

“Supervision of Individual Project” are taught within the course of pre-professional training, pedagogical in particular. While developing the course “Supervision of Individual Project”, the authors took as a basis the statement that “in order to be successful at the university, the ex-lyceum student has to be able to become a true university student” [6]. The professors of the Paul Sabatier University believe that to become a true university students means, firstly, not only to acquire new disciplinary knowledge, but also to learn how to adapt in the university, learn its rules, and integrate into a new group; develop organizing and time management skills; and be able to acquire knowledge under new conditions. Secondly, in order to succeed in university studies, students have to learn to develop their individual professional project throughout the course of study. Thirdly, students have to gradually develop the following competencies: independence, initiative, critical thinking, ability to work in a team and communicate constructively.

For this purpose, the course “Supervision of Student’s Individual Project” was developed and introduced into the educational process of the Paul Sabatier University. It is a unique form of personalized training that is implemented by means of studios (specialized practicum) and is designed to support students during this transition, helping them to develop their individual professional project and their competencies. Faculty guidance is also available within the studio setting. Besides advising students, the assigned faculty member is also expected to review students’ work. During one-on-one sessions at the beginning of the academic year, the instructor and the student get to know each other; they explore and analyze together student’s methods of work, as well as attempt to find ways to improve them. At the end of the first semester, the instructor once again meets with the student to review the results of the semester and to talk about the future orientation. This instructor is the tutor of the student throughout the first year of study at the university.

The features of the organization of the studio “Supervision of Student’s Individual Project” at the Paul Sabatier University are discussed below. The class sessions are held in small groups (approximately 16 students each) and are led by a

specially trained instructor. The work in groups is a 90-minute session held once a week.

All arrangements and questions related to the work of the studio are dealt with by the secretariat and the group of instructors assigned to this project. Students can contact them using the information provided in the Handbook especially prepared for this purpose [Ibid].

The work on the project is intended to help students gain a deeper knowledge of the profession that they have talents and inclinations for. Each group consists of two to three students sharing the same interests.

Students play a significant role in and are active participants of their learning in the studio environment. They participate in discussions and debates, participate the individual or group forms of work, and present their brief reports.

All forms and results of work are graded.

The organizers of the project offer learners a handbook entitled “Supervision of Student’s Individual Project at the Paul Sabatier University”. It contains all the studio’s key documents: the plan and the schedule of classes listing the exact dates when they take place, brief description of the various stages of work, teaching materials and handouts [Ibid].

The first four class sessions are devoted to the statement of the problem of the course “Supervision of Student’s Individual Project”. The purpose of the first class (“Presentation”) is to introduce the instructor and every student to each other, present the course itself and the individualized forms of assessment. The purpose of the second class, called “Introduction”, is to help students discover their strengths, weaknesses, and main interests and to introduce the rationale behind the development of the individual professional project. The following class is devoted to the concept of the project, the peculiarities of the forms and methods of the work on its development. The purpose of the fourth class “Methods of Work” is to develop a awareness of the forms of academic work and to organize the studio to develop skills in memorization of learning material.

The remaining classes of the course “Supervision of Student’s Individual Project” aims to develop and implement the individual and professional project of every student. The purpose of the fifth class “Search for Documentary Sources” is the development of the skills related to the specifics of collecting information and various documents, as well as the time-management skills studio. The sixth class is devoted to the interviews with the representatives of various professions and to the observation of students developing their projects. The purpose of the seventh class is to assist students in the preparation of the reports on the project. Several classes when students work individually are followed by the classes devoted to the preparation for the oral presentation of projects, as well as to the work on reports and posters [6].

Thus, the development and supervision of the student’s individual project is the driving force of the individualization of modern pre-professional pedagogical education at the universities of France. It is designed to increase the chances for success of all students without an exception. The social and economical changes that took place in the French society at the end of the 20<sup>th</sup> – beginning of the 21<sup>st</sup> Centuries affected the composition of the student populations in the higher educational establishments, which started to enroll students from previously underserved social groups and new countries. Higher educational establishments are yet to adapt to these social and demographic changes. In this regard, the central task of these courses is to supervise and help each student achieve academic success. Having a deeper understanding of the self, students will be able to acquire necessary competencies, as well as develop and realize their own individual professional project.

Among the prospective lines of research in this area, we see the exploration of the specifics of the practical realization of the individual approach in the modern professional training of teachers of elementary and secondary schools in France.

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### **Харченко Т. Г. Розробка й супровід індивідуального проекту студента в сучасній допрофесійній педагогічній освіті Франції: практичний аспект**

У статті на основі аналізу французької науково-педагогічної літератури встановлено, що однією з перших форм індивідуалізованого навчання, з яким стикається майбутній учитель, є механізм „Розробка й супровід індивідуального проекту студента”, який реалізується в межах сучасної допрофесійної педагогічної освіти в університетах Франції. Мета цього механізму полягає в тому, щоб супроводжувати, надавати допомогу кожному студенту в оптимізації його успішності в процесі навчання, а також допомогти студенту стати активним учасником свого професійного проекту. Реалізується він у першому семестрі першого року навчання в процесі таких практичних

модульних курсів, як „Розробка індивідуального проекту”, „Супровід індивідуального проекту”, „Професійний проект студента”.

*Ключові слова:* індивідуальний проект, допрофесійна педагогічна освіта, професійний проект.

**Харченко Т. Г. Разработка и сопровождение индивидуального проекта студента в современном допрофессиональном педагогическом образовании Франции: практический аспект**

В статье на основе анализа французской научно-педагогической литературы установлено, что одной из первых форм индивидуализированного обучения, с которым сталкивается будущий учитель, является механизм „Разработка и сопровождение индивидуального проекта студента”, который реализуется в рамках современного допрофессионального педагогического образования во Франции. Цель данного механизма заключается в том, чтобы сопровождать, оказывать помощь каждому студенту для оптимизации его успешности в процессе обучения, а также помочь студенту стать активным участником своего профессионального проекта. Реализуется он в первом семестре первого года обучения в рамках таких модульных курсов, как „Разработка индивидуального проекта”, „Сопровождение индивидуального проекта”, „Профессиональный проект студента”.

*Ключевые слова:* индивидуальный проект, допрофессиональное педагогическое образование, профессиональный проект.

**Kharchenko T. G. The Development and Supervision of the Student's Individual Project in the Modern Pre-professional Teacher Training in France: Practical Aspect**

The article reviews the social and economical changes that took place in the French society at the end of the 20<sup>th</sup> – beginning of the 21<sup>st</sup> Centuries and affected the composition of the student populations in the higher educational establishments, which started to enroll students from previously underserved social groups and new

countries. Higher educational establishments are yet to adapt to these social and demographic changes. For this reason, theorists and experts of teacher training in France have turned to the development of individualized educational programs. According to scholars, the competent supervision of students' independent learning will yield better results in terms of mastering necessary skills by them, as well as developing and realizing their individual professional project.

It has been established on the basis of French scholarly pedagogical sources that one of the first forms of the individualized education that a prospective teacher faces is the "Development and supervision of student's individual project", which is realized in the modern pre-professional teacher training in France. This procedure is aimed to support each student academic success, as well as to help the student to become an active member of his/her professional project. It is realized in the first term of an academic year during such module courses as "Development of the individual project", "Supervision of the individual project", "Professional student's project".

*Key words:* individual project, pre-professional teacher training, professional project.

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